

FROM THE EDITOR

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Which first, technology or pedagogy? This perennial question has been with us since the very beginning of research into CALL applications. The rapid development of technology, for instance, the Internet and multimedia at the onset of the Web 1.0 stage in the late 1990s, content remixing, open source, collaborative applications of the Web 2.0 state or social-collaborative Web of today, all driven research into how language teachers and curriculum developers should plan teaching with the support of technology. In many cases, technology was actually the starting point for serious and systematic scientific reflection and investigation.

On the other hand, there have been numerous calls to take pedagogy to the forefront, pinpointing that more careful learning design, tried-and-tested classroom activities, as well as task sequences should be in the focus of CALL practitioners, with computer-based tools serving the pedagogical purposes.

As evidenced by this month's issue of *Teaching English with Technology*, both of these approaches are still equally valid for researchers from all over the world, however, the second seems to be more prevalent. First of all, computer-based learning environments, such as *Moodle*, still need careful examination and empirical verification. This is what **Ruba Fahmi Bataineh** and **Mais Barjas Mayyas** from Jordan propose in their contribution "The Utility of Blended Learning in EFL Reading and Grammar: A Case for Moodle". Having examined the effect of Moodle-enhanced instruction on Jordanian EFL students' reading comprehension and grammar performance, the authors conclude that since the experimental group outperformed the control group in both reading comprehension and grammar, there is a marked effect of the learning environment.

In a similar vein, **Lucas Kohnke** from Hong Kong takes a selected website, *Photofunia*, as the starting point for lesson design, showing how it can be successfully integrated in language and literacy instruction.

A more general view of the affordances offered by ICT for language instruction is adopted by **Wen Zinan** (China) and **George Teoh Boon Sai** (Malaysia), who investigated foreign language students' perceptions of their Information and Communication Technology (ICT)-based College English Course. It appeared that ICT-supported learning was more effective compared to the traditional learning environment; it provided freer learning environment, less restricted communication, more time flexibility and more self-scheduled study plan ensuring learner-centeredness and learning autonomy.

Taking pedagogy first, **Roziانا M. Rosli** and **Faizah Idrus** (Malaysia) examine the validity of the concept of cybernated storytelling, seeking to measure students' readiness in using technology-aided applications in telling their stories. The researchers also investigate how cybernated storytelling could encourage them to communicate more in groups.

A similar focus on the learning process and activity design is represented in a contribution by **Joanna Pitura** and **Dagmara Chmielarz** from Poland, who aim at verifying the instructional design merging gamification, CLIL and online learning in developing key competences in an upper-secondary school. The results of the study, quite promisingly, show educational and emotional gains, suggesting the motivational effect of technology-mediated gamification in learning.

Finally, the use of technology for linguistic study and materials development is demonstrated in the paper "A Corpus-Based Analysis of the Most Frequent Adjectives in Academic Texts" by **Galip Kartal** (Turkey). Owing to determination of the most frequent adjectives used in academic texts and investigation whether these adjectives differ in frequency and function in social sciences, technology, and medical sciences, language instructors are shown how to provide learners with corpus data to improve their language proficiency and the correct use of adjectives.

We wish you good reading!